

ABSTRAK

**PENINGKATAN KONSENTRASI DAN HASIL BELAJAR MATERI
PERKALIAN MENGGUNAKAN MODEL *PROBLEM-BASED LEARNING* SISWA
KELAS IV SD NGAWEN IV**

Erika Patma Nugraheni
Universitas Sanata Dharma

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Penelitian ini dilatarbelakangi oleh rendahnya konsentrasi dan hasil belajar siswa kelas IV SDN Ngawen IV pada materi perkalian. Rendahnya konsentrasi siswa berdampak pada hasil belajar yang masih rendah, dengan rata-rata nilai 43,5 dan persentase ketuntasan sebesar 19%. Penelitian ini bertujuan untuk meningkatkan konsentrasi dan hasil belajar siswa melalui penerapan model pembelajaran *Problem Based Learning* (PBL).

Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus dengan tahapan perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian terdiri atas 31 siswa kelas IV SDN Ngawen IV tahun ajaran 2025/2026. Teknik pengumpulan data menggunakan observasi, kuesioner, dan tes hasil belajar.

Hasil penelitian menunjukkan bahwa penerapan model PBL dapat meningkatkan konsentrasi dan hasil belajar siswa. Rata-rata konsentrasi belajar meningkat dari 37,0 menjadi 89,2, sedangkan hasil belajar meningkat dari 43,5 menjadi 88,0. Dengan demikian, model *Problem Based Learning* efektif dalam meningkatkan konsentrasi dan hasil belajar siswa pada materi perkalian.

Kata kunci: *Problem Based Learning* (PBL), konsentrasi belajar, hasil belajar, perkalian.

ABSTRACT

***IMPROVING CONCENTRATION AND LEARNING OUTCOMES IN MULTIPLICATION
MATERIAL USING THE PROBLEM-BASED LEARNING MODEL FOR FOURTH-
GRADE STUDENTS OF SD NGAWEN IV***

Erika Patma Nugraheni
Sanata Dharma University
2026

This study was motivated by the low concentration and learning outcomes of fourth-grade students at SDN Ngawen IV in multiplication material. The low concentration of students affected their learning outcomes, with an average score of 43.5 and a mastery percentage of 19%. This study aimed to improve students' concentration and learning outcomes through the implementation of the Problem Based Learning (PBL) model.

This research used Classroom Action Research (CAR) conducted in two cycles consisting of planning, implementation, observation, and reflection stages. The subjects of this study were 31 fourth-grade students of SDN Ngawen IV in the 2025/2026 academic year. Data collection techniques included observation, questionnaires, and learning outcome tests.

The results showed that the implementation of the PBL model improved students' concentration and learning outcomes. The average concentration score increased from 37.0 to 89.2, while the average learning outcome score increased from 43.5 to 88.0. Therefore, the Problem Based Learning model was effective in improving students' concentration and learning outcomes in multiplication material.

Keywords: Problem Based Learning (PBL), learning concentration, learning outcomes, multiplication.